**Chinook’s Edge School Division, Cycle 5 AISI - DRAFT**

**The Context:**

Over the past 15 months, Chinook’s Edge School Division has been involved in a comprehensive process of consultation, data gathering, re-visioning, and re-alignment in order to develop long term strategies that will support teaching, learning, and leadership development. During this thorough, collaborative process, three priorities were agreed upon as central to the journey of growth of Chinook’s Edge School Division:

1. Implementation of a Quality Learning Environment framework that provides teachers and administrators with a shared vocabulary and focal point for teaching, leading and learning in Chinook’s Edge.
2. Growth and development of administrators as instructional leaders.
3. Promotion of a collaborative culture amongst administrators and teachers in the development and implementation of their education planning process, growth plans and learning.

**Main Research Question:**

To what extent and in what ways will the *implementation* of our Quality Learning Environment Framework improve student learning and engagement of all students in CESD as indicated by \_\_\_\_\_\_\_?

* *I would suggest schools use this as an overarching question then create more specific site questions related to this.* 
  + *(e.g. To what extent and in what ways will (the development of a comprehensive literacy program within the Quality Learning Environment framework) improve (learning, engagement, and/or performance) for (all students in our grades 5-8 school) as indicated by (purposeful formative assessments and intervention strategies?))*
  + *From this example, we would then need to define what we mean by a comprehensive literacy program.*

**Research Assumptions:**

1. There is a strong research based correlation between teacher effectiveness and student achievement.
2. Continuous school improvement and student success in their learning depends on the quality of instruction in classrooms.
3. A clear and consistent understanding of what effective teaching looks like is essential for an organization to move forward to improve student learning. Student learning and success can only occur when we, as a system, continually focus on improving teaching and learning practices in classrooms (Mourshed, Chijioke, & Barber, 2010).
4. Administrators as instructional leaders will positively impact teacher learning which, in turn, impacts student learning.
5. The focus on system-wide improvement through the development of learning support teams and administrators as instructional leaders in Chinook’s Edge involves commitment at every level of the organization. Planning and leading such an effort for organizational improvement “begins and ends with people---the support of people, the development of people, and the creation of an environment in which people feel free to express themselves as creative individuals and feel supported when they try and fail” (Schlechty, 2000, p. 192).

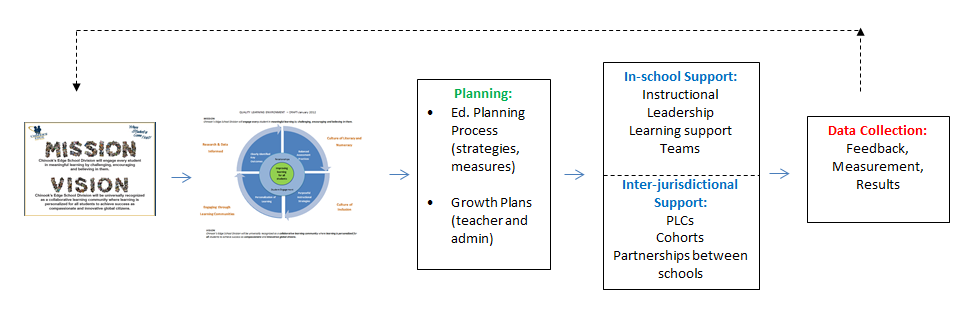
**Research Definitions:**

*Learning Support Team:* The learning support team is comprised of classroom teachers, along with school administrators and other education staff whose responsibility in the school is to support and enhance the development and implementation of ‘Quality Learning Environments’. The teacher(s) filling this role would work directly with education staff (teachers, EAs, SLP Assistants, Early Literacy Teachers/Assistants, FSW, external service providers) and students in classrooms to help provide high quality programming for all students, including those with diverse and exceptional learning needs.

*Instructional Leadership:* Purposeful action that ensures all students receive the quality of teaching and learning to which they are entitled (Townsend, 2011).

*Quality Learning Environment:* The Quality Learning Environment framework is CESD’s attempt to describe the elements of a quality learning environment which outline high leverage points around instruction. The focus of this framework is on teaching and learning and what works best to support *all* students.

**Process for AISI 5 Development:**



**Next Steps:**

1. Feedback on AISI question (SAT, ADCOS, AISI, Teachers Matter, Sp. Ed.)
2. Learning Support Teams in schools (including the work of AISI, Student Services and administrators)
   1. Do we have support to create teams?
   2. Identify learning support teams in schools in relation to expectations outlined in Teacher Leader document.
   3. Determine funding structure (Special needs funding + AISI funding; budget announcement – February)
3. Work with Learning Support Teams to:
   1. Identify areas of focus and the school’s research question connected to the QLE
   2. Clarify expectations in relation to Teacher Leader role
   3. Identify strategies to achieve the research question
   4. Build measures of success

Additional Reference Documents:

* Teacher Leader document – can be found on AISI 5 wiki: (http://cesd-aisi-5.wikispaces.com/
* Instructional Leadership Plan: University of Lethbridge
* Quality Learning Environment framework document (http://cesdqle.wikispaces.com)
* AISI Cycle 5 Planning Timeline (http://cesd-aisi-5.wikispaces.com/)